

VOLUME VI

The

NUMBER 7

Spicer, H. J.
Dept. of Education

A.T.A. Magazine

OFFICIAL ORGAN OF THE ALBERTA TEACHERS' ALLIANCE, INC.

MAGISTRI NEQUE SERVI



DECEMBER, 1925



Enlist Co-workers

THERE has been too much of the cloisteral atmosphere about teachers' work, they have been too much set apart from other workers. Again they have been too individualistic in their attitude toward their work, not recognizing interest and responsibility in common with other teachers, and they have been provincial, not recognizing their interest and responsibility in common with teachers everywhere.

More and more I am impressed with the idea that the Federation of Teachers in its form, spirit, aims and affiliations, has potential power for service to teachers and to the schools that is not yet realized even by our own membership. The organization is a challenge to our sincerity of purpose, to our conception of responsibility, and to our equipment for the service that we undertake to render. Let us accept the challenge with a new effort to understand the significance of the movement and to enlist our co-workers in its fellowship.

[—Mary Barker, President American Federation of Teachers

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OFFICIAL ORGAN OF THE ALBERTA TEACHERS' ALLIANCE, INC.



VOL. VI.

EDMONTON, DECEMBER, 1925

No. 7

Miss Kate Chegwin Relates Interesting Reminiscences of Twenty-five Years Service

CONCLUDING one of the most successful conventions of the Edmonton Teachers' Association, at which some 400 teachers of the public, high and separate schools were in attendance, a happy luncheon was held in the Macdonald on Friday. At the head of the table were gathered the speakers, the trustees of the board, who were the guests of the Association, and the Superintendent and Assistant Superintendent of Schools. Following the luncheon, Mr. Elmer Luck, assisted by Mr. R. H. Leaver at the piano, led in a rousing sing-song.

TIMES HAVE CHANGED

Having this year completed 25 years of service on the Edmonton Public School staff, Miss Kate Chegwin rose from her position at a table around which a dozen of her former pupils, now teachers, gathered, and entertained the Association with a number of humorous reminiscences. On those occasions when matters run smoothly and all is well, Miss Chegwin feels that another quarter of a century would be well marked off in the same vocation. But on the occasions when they do not go well she advocates strongly that the teachers' pension go into effect as quickly as possible.

Starting in the little old McKay Avenue school when Edmonton had a population of less than 4,000, no water, no sidewalks, no bridge, Miss Chegwin undertook her first class. There were three girls in the class, and all the third book pupils gathered from all over the city. The water barrel took the place of the present fountain, and ventilation was supplied by two splits in the wall. There were eight teachers in the employ of the Edmonton Public School Board.

WOULD PRESERVE OLD SCHOOL

On to the building of Queen's Avenue school, which the citizens felt too large and too far away, through the rapid growth and development of education, Miss Chegwin carried her audience. She advocated that the board, or the school teachers or some organization bring the first old school up from its present position in the flats, paint it red, and keep it here, rather than allow it to be destroyed to which end it is headed at present.

The first school piano, which now stands in Queen's Avenue school, was paid for by a three day concert which was held in the old Robertson hall and for which McKay Avenue students were taught the alto parts and the Queen's Avenue the soprano, Miss Chegwin continued. Taking an active part in the progress of the city, school children and teachers were present in a body on such important occasions as the completion of the first bridge, the first locomotive, the completion of the C.N.R., celebration when Alberta became a Province and Edmonton a capital. There were no truant officers in these days, and Bishop

Gray was a constant friend to both teachers and students. In all, it had been a quarter century of the most pleasant of memories, she said.

TRIBUTE TO TEACHER

In opening his remarks, G. A. McKee, Superintendent of Schools, read the report of an interview with a hard-headed, successful business man, in which that individual attributed his success to a little teacher of public school days. Her grave the speaker likened to the cenotaph



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PROSE

John Franklin, from "The Book of the Long Trail."
David Livingstone, from "The Book of the Long Trail."
Robert Scott, from "The Book of the Long Trail."
Trafalgar, from "The Book of the Blue Sea."
The Battle of Jutland, from "Tales of the Great War."
Zeebrugge and Ostend, from "Submarines and Anti-submarines."

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to the "unknown soldier." Through all the irritations and discouragements of everyday school routine, this little private in the great army had kept her ideal and visions high, and unconsciously passed it on to her pupils. To realize that great vision as the ultimate end, rather than losing objectives in examinations, and mathematical problems, was the great task of the teacher.

A public school teacher is the greatest asset or the heaviest liability to the community, said Mr. McKee. He paid a tribute to Miss Chegwin, whose 25 years of service to the boys and girls of the community was of the highest she could render. One of Miss Chegwin's old pupils then presented her with a basket of 25 beautiful roses, from the association, representative of her teaching career, and another pupil with a few apprecia-

tive words, made a presentation from the former pupils gathered about her.

Honours have been showered on Miss Chegwin by her fellow teachers in Alberta. She has been secretary and vice-president of the Northern Alberta Teachers' Association, vice-president of the Alberta Educational Association, and vice-president of the Edmonton Women Teachers' Club. She has served for four consecutive terms on the Provincial Executive of the Alberta Teachers' Alliance for the Edmonton constituency—the last year (1923) by acclamation. A woman of high ideals ready to sacrifice that ideals may become realities, and a friend who is ever staunch and true, Kate Chegwin has won an enviable place not only as a member of our profession but as a citizen of this Province.

A Message from Mary Barker

By MARY C. BARKER, President American Federation of Teachers

"Atlanta, Georgia,
United States of America,
October 29th, 1925.

To the Teachers of Alberta and Canada:

The editor of your Alberta Teachers' Alliance Magazine, Mr. Barnett, has asked me for a message for you. Believing that your problems must be very similar to ours, and believing that your organization, in spirit and aim, must be very similar to our American Federation of Teachers, I am asking Mr. Barnett to quote for you the message that I addressed to the members of the American Federation of Teachers in September. You in your thought will make application of my thought to your own conditions and organization.

In addition I wish to extend to you very cordial greetings from the American Federation of Teachers and to assure you of the lively interest of our people in the Canadian Federation of Teachers and its several groups in the provinces.

Faternally yours,

MARY C. BARKER, President,
American Federation of Teachers."

* * * *

IF I were asked how the teacher of America could greatly enlarge their contribution to the welfare of this country I should say by making a study of the social conditions of the community, the economical and political influences which affect it, by considering particularly their own status as producers and responsible citizens in the community life, and by active participation in that life.

There are two reasons for the necessity for cultivating such a viewpoint and for such activity, one in the interest of pupils, the other in the interest of teachers themselves, but by reason of the nature of our work the two are one and inseparable.

INFLUENCE FUTURE CITIZENS

The changes that educational ideas and ideals are undergoing only serve to emphasize anew the importance of the child's teacher in the scheme of things. Out of the schools must come in increasingly larger measure the social ideas of the future citizen, for the changing conditions of life are forcing the child into other hands than his parents' for training and orientation in the world about him.

The schools, too, must furnish to a greater extent the social experience in which children are to acquire fitness for responsible citizenship, for the increasing complexities of living are depriving the home of adequate opportunity for directing such activities. In short, the teaching profession must be prepared to assume responsibility for the training of the citizen who is to make or unmake the civilization of tomorrow. In this development the importance of the personality and equipment of the teacher grows apace.

MUST KNOW "THE WORLD"

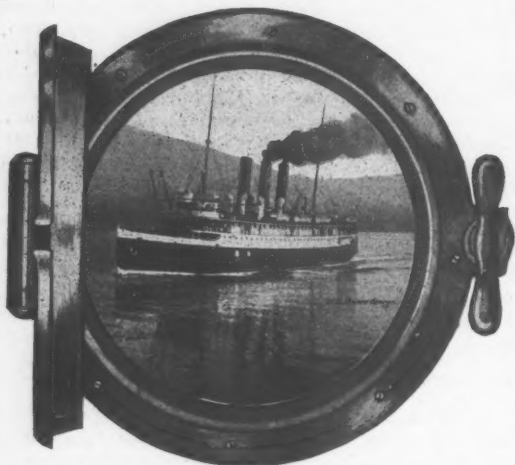
More and more I am impressed with the loyalty and devotion of teachers in their anxiety to meet their responsibility in the right way. They study to understand the child, to improve classroom technique, to master content of construction, and to induce those activities that will develop the child properly, all in order that this young citizen, when he "goes out into the wide, wide world," may be "safe" and that the "wide world" may be safe, too, and perhaps acquire a little forward impetus besides.

But, on the other hand, I am impressed over and over again with the fact that the great majority of teachers know very little about the "wide, wide world" into which the product of the schools is to go, and I wonder if we are not making a "blind alley job" of our own profession. If we are to prepare youth for a social environment in which we expect him to succeed we need to have a first-hand knowledge of that environment ourselves. Unless we have such knowledge of the community life, its industries, its government, its social activities, its educational outlook, its history, its people, unless we know what it means to participate in that life, we shall not be able to get over to pupils that which they most need to appreciate.

SHOULD KNOW THEIR COMMUNITY

It is this very same lack of knowledge of the social adjustments and maladjustments of the community that have made teachers at once the victims and the agents of the anti-social influences that afflict the community, including the anti-social machinery that has grown up in the field of education and that makes teachers the repressed and suppressed subjects of an order of things which they by their own shortsightedness and

To the Teachers of the Province of Alberta



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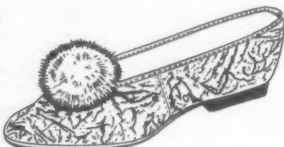
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inactivity have helped to create. We acquiesce in hurtful practices where we should oppose them just because we do not see their significance.

If teachers would make it their business to know the personnel in office in the community, if they would know the spirit, the attitudes and purposes of those in authority, and those who seek power, if they would observe political methods, study the significance of political moves, if they would use their influence (as good citizenship demands that they should) to help get constructive people in office and to get constructive legislation, many of the ills that beset the schools could be avoided and the community interest promoted in other respects as well.

TEACHERS SHOULD CHECK STATUS

So it seems to me that we teachers need to check ourselves up very sharply, to take stock of our status from the standpoint of responsible members of society, to go about acquiring a real knowledge of the social environment, which from the very nature of our work we are in duty bound to understand; and we need to go about affecting the social adjustments which we as a group of workers are under obligations to maintain both as individuals and as a group in our own particular field, and in the broader field to which our interests must extend.

From this viewpoint it seems to me that the American Federation of Teachers' movement is the most promising manifestation of teacher activity in America today. The organization means that teachers are conscious of professional responsibility, it means that teachers as workers are conscious of their responsibility for the social and economic status of the group, it means that teachers are determined to make their full contribution to society, it means that teachers co-operate with other groups whose purpose is social improvement for themselves and for the world.

Not the least of the reasons for the power for service inherent in the American Federation of Teachers is the vital relationship set up between ourselves and other workers.

Reviews

JOHN JASPER'S CRIME

FOR over half a century the fate of Edwin Drood, whose story Dickens was in the midst of telling when he died, has been a constant theme of literary speculation. All kinds of theories have been exploited. There has been sharp disagreement as to whether Drood was murdered and, assuming that he was, as to who committed the crime. After his disappearance an old gentleman, going by the name of Dick Datchery, came on the scene, quite evidently with the purpose of clearing matters up. It is agreed that he is not a new character, but there are varying views regarding his identity.

No one can have read the unfinished novel without being fascinated by the attempts to fathom the intentions of its writer. That if a murder was committed the criminal was John Jasper, the choirmaster, Drood's uncle, has been generally accepted, and some years ago a jury composed of English literary men, was empanelled to try the case against him. The evidence was brought out, but a definite verdict was not arrived at, thanks largely to the unwillingness of the foreman, George Bernard Shaw, to take his duties seriously.

Another solution has now been offered and it comes from an Edmonton citizen, Mr. H. R. Leaver, who has published a volume entitled "The Mystery of John Jasper." It is a most valuable bit of work and deserves

the wide attention which it is likely to receive. It commences with the confession of Jasper, who relates all the circumstances of the crime and describes the motives which led up to it. Then in succession, the Rev. Septimus Crisparkle, Grewgious, Sapsea, Rosa Bud and Bazzard, the lawyer's clerk, who is identified by Mr. Leaver as Datchery, tell their stories.

Mr. Leaver has adopted blank verse as his medium of expression. He does so, as he explains in his foreword, because no writer could copy Dickens' style, which he regards as necessary for the proper finishing of the story in prose. "Metrical form," he adds, "involves an elevation of the subject and whether such elevation has been achieved is a matter for the reader to judge." That it has been achieved with very marked success is the opinion of one reader at least, who believes that this will be shared by the great majority of the others. The volume not only bears all the marks of the most careful research and study, but from a general literary standpoint should take high rank. The verse has great dignity throughout and such is its dramatic force that no one, at least no lover of Dickens, will willingly set the book down until he has finished it.

There are plenty of passages which one would like to quote. That in which Rosa sums up her experiences with Jasper, who sang God's praises in the church "while brooding o'er his crime, beguiling all the priests of Cloisterham," is of rare effectiveness.

It were a fault in Nature should the crow
Attempt to soothe the summer night with song;
Or eagle greet the dawn with melody;
Or hawk, within the temples of the grove,
Break evening's quiet with a rapturous note.
It is not given to wild and ravenous birds
To please with vocal song, but to the mild
And docile, such as thrush or nightingale.
Man only of the creatures in the world,
Is amiably ravenous, and sings
A soft accompaniment to villainy.

The minor canon's recital is full of the most genuine pathos. The same event has laid both Jasper and Landless low, "the one by law's decree, the other worn by strain of circumstances."

both at death's door.
And I am acting usher for them both
Across the shadows to their next abode.

Mr. Leaver is entitled to the warmest congratulations on the outcome of his undertaking and we should have much else from his pen. The pleasure which the volume affords is enhanced by the fact that it is wholly an Edmonton production being issued in attractive form from the plant of the Capital City Printers.

—Edmonton Journal.

* * * *

THE KINGDOM OF CHILDHOOD

BY EDITH LELLEAN GROVES

THIS delightful little book should find a definite place in the life of the child, following very closely to the Mother Goose Rhymes. The material is a fitting supplement to the stores of child-lore found in those rhymes and from the viewpoint of child psychology carries on the imagination from the realms of fancy to those of real child experience.

From the "Let's P'tend" to the "Correction in English" is a long distance, even from fancy to reality, yet Mrs. Groves has bridged it with a sympathetic understanding of the desires, the ambitions, the troubles and the whole glamor of childhood—no mean task even for one who understands children.

The Kingdom of Childhood is a book that should be in the hands of every parent who wishes to discard the national rhymes and does not know what to use to bridge the gap that lies between nonsense stories and the adventure tale.

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The Second Reader

BY WILFRED WEES, B.A.

Pensions—"One of the most hopeful signs of present-day social progress is the attention given in the world's leading countries to teachers' pensions. . . . Pension systems vary with different countries. Some are based on more generous grounds than others. Some employ double contribution system, others the triple system, which makes the weight lighter all the way round.

The triple system lately has been adopted in England, where the pension conditions now are placed on a permanent basis. . . . The threefold contribution system is worked as follows: Ten per cent. of each teacher's salary is yearly paid in at the following rate: Five per cent. by the teacher, three per cent. by the Government, and two per cent. by the local authorities. Any teacher may retire and draw pension at 60 years of age, but none can continue to teach after the age of 65 years. . . . By the enforcement of the two above-mentioned rulings, the profession of teaching in England has gained not alone in material attractiveness, but it also has been put among the list of professions that take a higher social importance."

—Mail and Empire, Toronto.

Finals—An experiment to evaluate the results of final examinations has been carried on by T. H. Schutte in the Oregon Normal School and the findings reported in the October number of the *Journal of Educational Research*. Two groups of one hundred normal school students each were used in 1923-24, and another two groups of the same size in 1924-25. The ages of the students were eighteen to twenty-four years; the average intelligence of the groups used each year, as determined by the Otis group test, was equal; the material used was that for a class in "Introduction to Education." In carrying out the experiment, both groups were subjected to weekly tests, but one group was led to expect a final examination, and the other group was not. At the end of the year, both groups were given the same examination. Before the final examination the non-expectant group had the experiment explained and was given the option of writing or not writing; all wrote. All tests and examinations were of the objective type in which the answer is either right or wrong.

The results of the experiment as presented in graphs and tables, show that:

(1) For the non-examination group there was an insignificant correlation between the Otis score and the mean of the frequent tests; for the examination group this correlation was high. The author conjectures that this is accounted for by the determination with which the two groups studied.

(2) The examination group averaged 16% ahead in the mean score for the frequent tests.

(3) In the final examination, the examination group averaged 17% better than the non-examination group. It should be noted that no opportunity was given the former for cramming, the assignments in each group being particularly heavy and exacting for the last few weeks.

The author is not inclined to ecstasy over the result. He says there can be no transfer of argument to elementary or high school students, but mentions that the problem seems to be worth experimenting with for different types of learners, in various subjects and under varying conditions.

Up a Tree—The foreword to Chapman and Counts' *Principles of Education* has the following touching scenes:

Greeting his pupils, the master asked:

"What would you learn of me?"

And the reply came:

"How shall we care for our bodies?"

How shall we rear our children?

How shall we work together?

How shall we live with our fellow men?

How shall we play?

For what end shall we live?

And the teacher pondered these words, and sorrow was in his heart, for his learning touched not of these things.

Tut, tut! The pedagogical gentleman should bury his lachrymatory with the ashes of long forgotten educational ideals.

* * * *

Lives—The fall advertisement of the publishers reveal an astonishingly lengthy list of biographies. Their variety ranges from Katherine Anthony's *Catharine the Great*, to Louis Lochner's *Henry Ford*, America's *Don Quixote*, and from Viscount Grey's *Twenty-five Years to Fingert's Romantic Rascals*.

Most of the writers in the reviews credit Mr. Lytton Strachey with his *Eminent Victorians* and *Queen Victoria* for the revival of interest, but the recent editorial in *The Nation* (New York) says that it is but the liveliness and impudence of the modern novel invading the field of biography. The realistic, and iconoclastic certainly have a tendency to make things interesting, but it is unfortunate that the interesting should have degenerated in so many cases to the indecorous and the nasty. Gossip over the tea-cups is nothing more than scandal; in a memoir it becomes libel, the more unfortunate because it is unnecessary.

But there are few social phenomena which fail to contribute at least an iota of good to the common fund. That iota in modern biography may have special significance for education in the writing of history texts for elementary and secondary schools. The present texts are a travesty on history. Roberts, Duncan, Wrong and the rest of them are modern Ezekiels with valleys of dry bones which they load into pretty red and blue wagons and peddle out to credulous children as history. It is to be hoped that the new vogue in biography will inspire some writer, imbued with a sense of the appropriate, to take these hideous relics of war, science, politics, literature and theology, clothe them with flesh, breathe into them the life of the human animal, and dress them in flowing robes or gold-braided breeches so that youngsters will be spared the night of horror after an evening of home-work.

* * * *

Professional Ethics—From the Ontario Secondary School Teachers' Federation Bulletin:

"We are very glad indeed to find that in the great majority of the recent graduates of the College of Education, the teaching profession has gained members with a high standard of professional ethics. In spite of temptation, comparatively few have offered their services at lower figures than the Federation minima. Some of these are still without permanent places: One of them, for example, has written a number of applications, and has had an answer from only one: an offer of a high school position if she would accept it at \$1,650. She is still unemployed. We could give a number of instances like this, that would certainly prove one point, viz., that whatever boards do employ these persons will find them strictly conscientious."

Comment, of course, is unnecessary.

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President Tory Answers Pessimists

Sir,—I have noticed recently statements in the press, either as reports of addresses by prominent men or as editorial comment, to the effect that in Canada today we are educating young people in our universities and colleges who afterwards leave Canada because there is no occupation for them in this country. In so far as these statements might be regarded as part of political propaganda, I did not regard them as having special significance. When, however, such statements are used as a reason for calling in question the soundness of our higher educational policy of the country itself, the matter becomes of supreme interest to all our higher educational institutions which have borne for the last few years their full share of the common suffering which the war brought to us. A recent editorial in your columns calling attention to this matter suggested to me that the time has come for me to make a statement regarding it.

In some of the statements referred to above, I have seen what appeared to be exact figures quoted of the number of graduates of our western universities in the United States. Where the figures came from I have no way of knowing. So far as the University of Alberta is concerned no inquiries have ever come to me or to officers of the university with regard to the matter, nor has any official information been issued. That I might know exactly how the situation is with us, I recently had made a complete examination of our records as to the present place of residence of our graduates. The result of this examination was highly gratifying. I find that we have graduated approximately one thousand students to date. Of these only sixty are now in the United States, of whom between twenty and twenty-five are taking graduate work in American universities and will return to Canada when their work is completed. Of the forty that remain, the large majority left us in the period immediately following the war. In the forty above mentioned are included both men and women graduates.

ONLY 1 OUT OF 164

Further, I have inquired especially regarding our more recent graduates and find that of the one hundred and sixty-four who received degrees and diplomas a year ago there are at present only six in the United States, four of whom are studying for higher degrees and intend returning to Canada, when they have completed their courses, while one was a native of the United States, leaving only a possible loss of one Canadian out of one hundred and sixty-four.

As special reference has been made to our loss of agricultural graduates, I have checked up the records of every graduate in agriculture since the faculty started in 1915. I found that fifteen had gone to the United States for graduate work. Of those, seven are now back in Canada, five are still studying at American universities, three of whom we know will return to Canada. Only three have taken permanent positions in the United States.

With regard to our graduates in engineering, I find that during the six years following 1918, when engineering work was nearly at a standstill in Canada, eight of our graduates in engineering settled, apparently permanently, in the United States. For the last two years all but two of our engineering graduates have been absorbed directly into the industrial life of Canada. One of the two was appointed a Rhodes scholar to Oxford and the other is taking his doctorate at Harvard.

When it is remembered that in the last five years we have had attending the university an average of one hundred and eighty students, annually, who were born in the United States (their parents having settled here) and who would, without question, have opportunities of returning and obtaining positions in that country through family connections, I think our record of retaining our graduates is remarkable.

INTERCHANGES

There is one other aspect of the question which deserves mention and which is generally overlooked by the public, viz., the interchange of graduates which takes place between the United States and Canada. I have not the exact figures, but I venture the statement that, the period covered by the above statistics, we have received in the Province of Alberta from the United States twice as many graduates as we have sent to that country. I can count a score of graduates of American universities among my personal acquaintances, who came to this Province in the last few years, settled, and became active Canadian citizens. I am sure the "balance of trade" in university graduates is very much in our favor.

Personally, I am responsible for the statement so often quoted to which you refer in your editorial, that, by many persons in the United States, Canada is regarded as the best intellectual recruiting ground on the North American continent. I am confident that this statement is true. This is not a reason, however, for relaxing our efforts to give to our Canadian youth the best training possible. It is an argument in favor of our training them for and relating them to the service of our country. Generally speaking, it is true that Canada has not realized the importance of utilizing trained men in the public service and in the industrial life of the country. Political patronage on the one hand and business and industrial stupidity on the other have been the main causes for this. Since the war we have begun to wake up to the importance of using trained men. Today the larger industrial organizations of the country are demanding scientifically trained men to such an extent as to endanger the efficiency of our university teaching staffs. The call from the universities to industry has begun in Canada as it began long ago in other industrial countries.

It may be of interest in this connection to state that at the last meeting of the National Research Council of Canada, I took authority to establish an agency by which direct contact will be made with our industrial institutions in order to secure employment for men trained under our scholarship system.



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THE KIND OF STUDENTS

Now, just a word about the statement accredited in your editorial to Dr. J. N. Finley, recently of an institution in California, but who has taken a position in Mexico. He is reported as stating, "When I sit in my classroom and look at a male student and moral unfitness behind a coat of face powder and cosmetics, I wonder which way our civilization is headed." The implication is that he is describing a general condition among American students. I do not happen to know Dr. Finley, personally, but I would respectfully suggest that "in the land of the free and the home of the brave" more weight would be attached to the statement had he made it while still at work in his native country. If, however, anyone were to make such a statement as of general application to Canadian students, I would not hesitate to pronounce it a coarse and vulgar slander.

I have been for forty years intimately associated with student life in Canada, first as student, then as professor, and finally as a university president. I think I know the Canadian student as few men know him. On the other hand, I think I am sufficiently a man of the world to know men and women as a whole, particularly Canadian men and women. With a full sense, therefore, of the responsibility for such a statement, I state my positive conviction that for honesty of purpose, fair-mindedness, clean living, generosity to their fellows, sense of responsibility and devotion to work, there is no group of young men and women in Canada of like age that compare with the student group. Fully seventy-five per cent. are working their way, in whole or part, through college and value highly both their time and their money. There are a few, of course,

who do not value this privilege, but so far as the University of Alberta is concerned we have definitely organized machinery for eliminating such from our classes at the end of the freshman year. That this is effectively done is shown by the fact that not more than sixty per cent. of those who enter the first year reach graduation.

TOO MANY?

As to the numbers attending the university being too high in proportion to population, I think it is sufficient to state the fact that of the ten to fifteen pupils who entered the schools of the Province, say ten years ago, the process of elimination, due to difficulties in the school curriculum, inability to face the problems of high school, and finally the inability to go on to a university, either for financial or intellectual reasons, has reduced the number to approximately the three hundred who enter the university annually.

I know there are still some people who think higher education is a luxury. With such people I can have no argument. Anyone who knows the history of the development of science and its relation to the industrial and social organization of the modern world during the last one hundred and fifty years knows that the foundations of all our progress have been laid by the men who, having themselves attained a knowledge of some of the most profound secrets of nature, taught us how to use that knowledge for our comfort and advantage. The ignorant will doubtless continue to listen to the ignorant. But I am happy to believe that the day is dawning when knowledge of the task to be undertaken will be regarded as a first essential for those seeking public responsibility.

Dominion Registration of Teachers

DAVID ALLISON, WINNIPEG

THE question of a Dominion Register of Teachers was discussed by the Canadian Teachers' Federation first at its meeting in Victoria in 1924. The task of going more fully into the feasibility and advisability of a Register was assigned to the Manitoba delegation with instructions to report to the Annual Meeting in Toronto in 1925. The Executive of the Manitoba Teachers' Federation appointed a committee of six to investigate and report in time for consideration by the Executive before the Toronto meeting.

The committee made many enquiries but did not find any register in a situation comparable to that in the Dominion. In Canada the licensing body is the Department of Education in each province, and the provinces change their requirements from time to time with sole reference to their own situation. Whether a register can be made under present conditions or whether the provinces must first be brought in line to adopt a uniform standard of academic and professional training remains to be seen. In any case the committee believes a Register is in the best interests of the teaching profession. The Canadian Teachers' Federation has referred the matter again to the different provincial organizations for further consideration and it will be more fully dealt with at the Annual Meeting in 1926.

The Manitoba Committee found two distinct types of national recognition of teachers.

In New Zealand every certificated teacher in grades one to seven is graded yearly by the inspectors in the

nine education districts. This graded list is gazetted and is the basis of appointment and promotion. It has proved beneficial in that it has destroyed local patronage, secured to each teacher recognition of efficiency, and broken down the barriers that formerly divided district from district. The teacher now has the whole Dominion as his field of promotion and the Dominion has the whole of the service from which to make selection for filling vacancies.

In England there seems to be a truly desirable registration of teachers on a national scale. Mr. Roscoe, the secretary, has given the committee full information on this system. The following is a brief outline of facts taken from his correspondence.

The Teachers' Registration Council in England is representative of the teaching profession. It was constituted by Order in Council on the 29th of February, 1912, under authority of an Act passed in 1907 at the express wish of the National Union of Teachers who were desirous that teaching should become a registered profession. The Council consists of the chairman and forty-four members appointed by associations of teachers named in the Privy Council Order. The forty-four appoint the chairman from outside their own number. The duty of this Council is to establish conditions of admission to the Register which must be in one column with the names arranged alphabetically. The Council represents every type of teaching work and is a medium through which any existing organization may seek to

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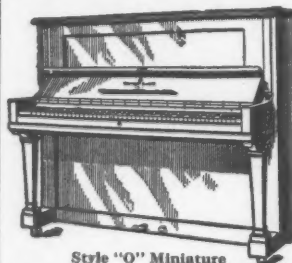
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gain for its views the support of the whole teaching profession. It is a purely professional body not subject to the Board of Education in any way. Its income is derived from registration fees. Those who become registered thereby accept the view that teaching should be a self-governing profession imposing its own conditions of admission and seeking to maintain a high standard of professional efficiency.

The Council has framed standards for full qualification including educational attainments, training in teaching, and teaching experience. It has provided two preliminary stages also. One is a list of associate teachers to which young persons are admitted when they enter a training college. The other is a provisional registration. This is open to those who have completed a course in training but have not had teaching experience.

Registration is not obligatory, but the movement is a challenge to teachers to show whether they are desirous of building up their own profession.

The Register was opened in January, 1914, and by January, 1925, 75,341 teachers had applied for full registration. A feeling of solidarity has been produced throughout the profession and a disposition on the part of authorities central and local to consult teachers on matters of educational administration. Some authorities reserve certain posts for registered teachers. In Kent county headmasters are selected from the Register. The Education Department of the Air Ministry fills all vacancies in its service from the same source.

At a recent conference of the National Union of Teachers a resolution was adopted recommending that after 1930 no teacher should be appointed to a state or state-aided school who is not registered by the Teachers' Registration Council.

The tentative report issued by the Manitoba committee appointed to enquire into the feasibility and advisability of Dominion registration of teachers contains the following recommendations:

A.—THE REGISTER

1. That Dominion registration of teachers is feasible and advisable.

2. That the first three years' registration should be under the direction of the Canadian Teachers' Federation. After that time on a petition of fifty per cent. of the registered members, control may be vested in a council or other body elected by the registered teachers. The Canadian Teachers' Federation should work out the procedure for such an election.

3. That there should be a record of each registered teacher kept on file at a central office showing academic and professional training, teaching experience, and such other information as may be called for by resolution of the controlling body, and that a duplicate copy of the file be sent to the applicant.

4. That a certificate of registration should be issued good for seven years and renewable on application without charge. The applicant may add to his registry at any time on payment of a nominal fee.

5. That registration may be cancelled for cause but only after the person concerned has had a full opportunity of defending the case.

6. That the names, professional addresses and registry numbers should be published annually, but all other information shall be considered confidential.

B.—QUALIFICATIONS OF APPLICANTS

1. That applicants for full registration should give evidence of—

(a) Professional spirit;

(b) Academic standing (a minimum of three years' High School work beyond Grade 8);

(c) Professional standing:

1. Permanent certificate and five years' successful experience after receiving same; or

2. One year's Normal School training, or its equivalent, permanent certificate, and three years' successful experience after receiving same; or

3. Two or more years' Normal School training, or its equivalent, permanent certificate and one year successful experience after receiving same.

2. That the fee for registration should accompany application and should be one single payment of five dollars or such amount as shall be determined from time to time by the governing body. The fees shall be used to defray necessary expenses of registration and the balance held in trust by the Canadian Teachers' Federation until a Registration Council has been organized.

Degree Courses for Teachers in Active Service

THE following official announcement regarding special courses for teachers is made by President Tory:

Since its inception the University of Alberta has sympathized with and endeavored, with the means at its disposal, to improve and forward the interests of the teaching profession in the Province. These efforts have assumed several forms.

1. Courses for extra-mural study for teachers already holding the Bachelor's degree. A very large number of teachers have availed themselves of these courses and have secured their M.A.

2. The establishment of a summer session at which courses leading to both Bachelor and Master's degree have been provided.

3. The offering of courses given in the late afternoons and evenings at the University in Edmonton and the offering also of certain special work by the Department of Philosophy in the City of Calgary.

It has been felt, however, that the University might do something further for teachers resident in the towns and country who have not been able to avail themselves of the facilities already mentioned. The University of Alberta has always been opposed to the conduct of what are commonly called "extra-mural" courses in undergraduate work, believing it essential that personal contact should take place between professor and student and that the discussions arising in the classrooms from these contacts were an essential of the undergraduate study.

The University authorities have felt nevertheless with respect to teachers in active service, who are of maturer age and mind than the average undergraduate, that some concessions might be made in relation to the strict attendance requirements which the University has always believed it wise to insist upon. For some time therefore the Faculty of Arts and Sciences has had under consideration the development of a plan looking to a more liberal interpretation of these attendance requirements, and at the meeting of the University Senate held on November 12th approval was given by that body to the principle involved in this plan. Certain details have still to be worked out, but the proposals, broadly speaking, are as follows:

1. Students admitted to the privilege of the plan must possess Grade XII and have been in active teaching service for at least three years.

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2. Such students must attend the Summer Session at which instruction will be given involving a general treatment of the subject matter of the courses involved. At the end of the Summer Session students will be provided with syllabi, lists of books and authorities necessary for private study during the winter. Examinations will be held covering the whole work of the course at the time of the regular University spring examinations. Students will, of course, be expected to be in touch with department in which they are studying during the winter period of private study.

It will be noted that the foregoing plan reduces the attendance requirements for the persons privileged to take these courses to one-half in place of the normal attendance requirement of seven-eighths.

It is expected that an announcement containing a list of second year courses and of senior courses likely to be offered next summer will be made at an early date.

The University authorities would welcome correspondence from all teachers who are interested in the foregoing proposals at as early a time as possible, so that definite arrangements may be made for the Summer Session of 1926.

Correspondence should be addressed to the Registrar, University of Alberta, Edmonton.

Atagrama

"Soda Lake, Alberta
November 14th, 1925.

Mr. J. W. Barnett,
General Secretary, A.T.A.,
Edmonton.

DEAR SIR:

It was with no small surprise that I received cheque for \$27.50, being the amount of my claim against the Flatbush S.D. No. 4110. Candidly, I say that without your valuable co-operation in this matter I would have had considerable trouble in obtaining this cheque. Another positive proof why all rural teachers should be members of the A.T.A. I shall speak well and favorably of the A.T.A. at every opportunity.

Yours sincerely,

"Auburndale, Alberta,
October 26th, 1925.

Alberta Teachers' Alliance,
Imperial Bank Building,
Edmonton, Alberta.

DEAR SIR:

Your letter of the 22nd inst. received together with the enclosed cheque, forwarded to you from the Pleasant Heights S.D. No. 3091.

I cannot tell you how I appreciate all you have done for me in this matter.

Enclosed you will find a money order of six dollars (\$6.00) to renew my subscription to the A.T.A. Magazine and to pay my membership fees, due last June.

Yours truly,

"University of Alberta, Edmonton,
October 24th, 1925.

The Secretary,
Alberta Teachers' Alliance,
Edmonton.

DEAR MR. BARNETT:

I am in receipt of the balance of my salary plus interest. Thanks to your quick and effective measures.

I now have a very personal argument for non-members who hate to part with the fee. This one benefit of "protection" is good insurance.

Yours truly,

P. S. You may print this acknowledgement if you wish. I won't sue you for libel.

Yours,

"Nov. 17th, 1925.

"JOHN W. BARNETT,
General Sec.-Treas.,
10701 University Ave.,
Edmonton, Alberta.

"Dear Sir:

"Shortly after receipt of your letter I received my full salary from the Hillanvale S.D. I am much obliged to you for helping me in this matter.

"You will find enclosed five dollars for fees from October 31st. Please send receipt by return mail.

"Thanking you again for past service.

I am,

Yours truly."

THE FACE OF PERICLES

The face of Pericles still shines
Above the bright Aegean brines,
Still beauty loves and art defines,
Above the city that he bore.

The helmet on his brow is set,
His eyes retain their glory yet,
The windows of his soul have met
The noble who believe.

The knightly beard does still enfold,
The generous lips of noble mold,
That spoke the swelling words of old,
Before his sun had set.

He gazes with his steady look,
His face is like a goodly book,
On which the noble only brook
To read the lesson there.

Upon his face they learn to read
The story of a hero's need,
The mettle for heroic deed,
The dignity apart.

The face of Pericles still shines
Above the bright Aegean brines,
Still beauty loves and art defines,
Above the city that he bore.

PHILIP STUTTS.

Local News

Saturday, October 31st, the teachers of Castor and district met together for the purpose of organizing a Local Branch of the A.T.A. The following officers were elected:

President, Mr. A. Petersen.
Vice-President, Mr. E. Stewart.
Secretary-Treasurer, Miss W. Fagan.

The regular monthly meeting will be held the last Saturday of each month at 3 p.m. in the Castor Public School.

DELIA

The first meeting of the Delia Local organization of the Teachers' Alliance was held on Saturday afternoon, November 21st, with a fair attendance of the members. A round table talk took place in which the Blairmore situation was the chief topic discussed. It was decided by the members present to donate five dollars per teacher towards the support of the Blairmore fund, this amount to be sent in by December 15th, 1925. Other business of local interest was discussed. The meeting then adjourned to meet again on the 19th of December.

(Signed) MISS MARJORIE J. FAIRLIE,
Press Correspondent.

CHAUVIN

A meeting of teachers was held in the Chauvin High School on Saturday, October 31st, 1925, to form a local of the Alberta Teachers' Alliance.

A resolution was passed that a local of the Alberta Teachers' Alliance be formed at Chauvin to be called the Chauvin Local.

It was moved and seconded that the officers elected at the Wainwright Convention hold office for the coming year. These are: President, Mr. Kenneth Tookey, Chauvin High School; Vice-President, Miss Florence Cahill, Prosperity School; Secretary-Treasurer, Miss Gloria Kingsley, Chauvin.

Moved and seconded that the meetings be held the first Saturday of the month in the Chauvin High School at 3.00 p.m.

Moved and seconded that the Chauvin local forward ten dollars (\$10.00) per month to help out the Blairmore situation.

The following resolutions were moved and seconded that:

WHEREAS the fall examinations held by the Department of Education must be written during the early part of September and as this often causes inconvenience to many teachers who are writing these examinations and who find it difficult to leave their schools and go to the examination centres at this time, it is resolved that we, the teachers of Chauvin Local of the A.T.A. desire the Alliance to use its influence with the Department of Education to have the dates of these examinations changed to the last week in August.

WHEREAS the present method of school boards calling for teachers' applications and asking the teacher to state salary required often causes one teacher to underbid another, be it resolved that the Department of Education require each school board to state salary paid in its advertisement.

WASKATENEAU

A very successful meeting of the Waskateneau town and district took place on Saturday, October 31st, at three o'clock for the purpose of organizing a local A.T.A. The following teachers were present: Mr. (Bod) Bowden, Mr. Denney and Miss Sherlock of the Waskateneau School, Mr. Ashley of Clodford, Mr. Aitken of Riverland and Miss Unterschultz of Sprucefield.

The meeting was called to order by Mr. Bowden. A motion to the effect that a local of the A.T.A. be formed was proposed, seconded and carried. Next the following officers were elected: President, Mr. Denney; Secretary-Treasurer, Miss Sherlock; Vice-President, Mr. Bowden.

It was decided that the local meet the second Saturday of every month at two o'clock.

After the discussion of various other business, among which was the Blairmore situation, the meeting adjourned.

We regret that Mrs. Berg of Brighton was unable to attend our meeting on Saturday, October 31st. Here's hoping that she may attend the next one.

CALGARY PUBLIC

The monthly meeting of the teachers took place at McDougall School, on Tuesday, November 10th, at 4.30 p.m.

A splendid attendance of teachers was in evidence. The president, Mr. Brock, was in the chair. The minutes were read and approved on the motion of Mr. Leppard and Mr. Sinclair.

Mr. Irwin spoke on the activities of the social section last year, and suggested changes for the coming winter. It was moved by Miss Williams and Mr. Verge that the activities continue.—Carried.

It was agreed that the chairman appoint the committee, and the following finally agreed to act: Misses Williams, Sewall, Thompson, and Messrs. Fuller, Irwin and Maberly, and a report will be presented at the next meeting.

The Blairmore situation was reviewed by the Secretary, and Mr. Barnett, and after a discussion it was moved by Messrs. Verge and Conn that a levy be called for the last two months of this year.—Carried.

Several suggestions were made as to the amount, but finally a resolution carried to the effect that the amount should be a percentage of salary, to be determined by the officials. The discussion was animated and interesting. The next business was to consider the method of paying salaries. Misses Martin, Tier, Smith, Breckon, McMartin and Messrs. Freeman, Fuller, McGregor, Swift and others contributed to the discussion. Time was getting on and it was finally agreed on the motion of Misses Patterson and Dynes, that the matter be left over until the next meeting, and that it be placed early on the agenda.—Carried.

Messrs. McGregor and Fuller moved that a committee interview the Board. Carried. Messrs. Verge and Cook suggested that the officials be the committee.—Carried.

The meeting then adjourned.

SOUTH ALBERTA TEACHERS' CONVENTION

OVER 300 members of the South Alberta Teachers' Association met in Convention at the Central School, Lethbridge, November 5th and 6th.

All Lethbridge schools were operating for observation the first morning of the Convention. Group and sectional meetings were presided over by Inspectors Bremner, Scofield, and Morgan. Supt. A. J. Watson, of the Lethbridge schools, conducted the high school group.

Special addresses were given by J. W. McAllister, of the Department of Extension, University of Alberta, and by Mrs. Fisher, of the Junior Red Cross Society.

The address "Opportunities for Service" by the Rev. Cecil Swanson, B.A., of the Lethbridge School Board, was a sound exposition of common sense idealism for school teachers.

John W. Barnett spoke to the Convention on the work of the Alliance, clearly and forcefully outlining the general objects of the Alliance, emphasizing the many benefits already directly traceable to its influence and the need of continued strong support. Over 60 new members were enrolled by Mr. Barnett and Mr. Craig. Mr. J. E. S. Craig has been working very successfully in the interests of the Alliance for the past two months in this district.

A committee from the High and Public School Lethbridge Locals of the A.T.A. arranged a banquet,

musical program and dance for the first evening of the Convention. An unexpectedly large attendance at this entertainment as well as at the meetings of the Convention itself showed the enthusiasm of the teachers of this district for the A.T.A. and the opportunities of the annual district convention.

PEACE RIVER DISTRICT TEACHERS' CONVENTION

THE first Convention of the Peace River District was held at Peace River on November 4th and 5th, 1925, and was well attended, there being 41 teachers present. With President Geo. Crawford, Principal of the Peace River School, in the chair, proceedings were commenced as soon as registration was complete. The pedagogues were formally welcomed to Peace River by Mayor Fredericks, who gave them the freedom of the town and incidentally mentioned the fact that this was the 13th anniversary of the opening of the first school in the Peace River District.

The address of welcome was followed by a paper on English by Mr. A. H. MacLachlan of Berwyn, who gave the teachers many practical hints on the teaching of the subject; methods which he had found very satisfactory in his long teaching career.

Miss C. M. Wilson of High Prairie next gave a very interesting paper on primary work. A detailed outline of subject matter was given, which was of great value to all teachers of primary work.

The concluding address of the first day was one by F. Robert Karran, representative of the Alberta Teachers' Alliance, who discussed the Alliance from a teacher's standpoint, showing the need that every teacher has of this organization; what it has accomplished for the teacher, and what it can accomplish with the necessary support of all. This discussion was followed by the enrolment of those not already members of the Alliance.

On Tuesday night the visiting teachers were entertained at a social given in their honor at the Royal Hotel by the Peace River Teachers Association.

At the Wednesday session, Mr. L. B. Yule, Inspector of Schools, who was unavoidably delayed in arriving, gave the opening address expressing his extreme gratification at the large attendance. Mr. Yule spoke on the all-important topic of "The Teachers' Report Form," explaining the form of report itself; how the marks given the teacher were allotted, and enumerated at length the requisites of a successful teacher. Mr. Yule's address was greatly appreciated.

Mr. Oliver of Vanrina then took the floor and gave a very able paper on Elementary Science and Geography. Mr. Oliver showed himself to be a very capable teacher of the subject and all expressed the view that they had gained a great deal from his remarks.

During the afternoon gathering, Miss M.C. MacLean, teacher of Public and High School Art in the Peace River School, gave a most instructive paper on "Public School Art." This paper showed a thorough knowledge of the subject as well as great teaching ability, and Miss MacLean's methods and illustrations were eagerly noted by those to whom Art is a "bugbear."

At the conclusion of this paper, Mr. Yule addressed the assembly on the need of organization of the teachers in this district and it was decided to form the Peace River District Teachers' Association. It was also agreed by all that Peace River was the feasible place for next year's Convention and that the first week in October was the most suitable time.

The following State Officers were elected:

President: F. R. Karran, McLennan.

Vice-President: Mrs. S. R. Bettany, Peace River.

Secretary-Treasurer: Alvin T. Norris, McLennan.

The Convention was brought to a close with a dance, given by the Peace River Teachers in honor of the visitors, at which the leading townspeople were present.

WAINWRIGHT DISTRICT CONVENTION

UPWARDS of seventy teachers were in attendance on Thursday and Friday, October 22nd and 23rd, in the Wainwright High School, under the chairmanship of Mr. I. S. Reeds, B.A., of Irma. Miss Faith Douglas acted as secretary-treasurer. The meetings were all thoroughly attended throughout the two days session, as was also a large public meeting, followed by a dance, held on the Thursday evening. The dance on Thursday evening was preceded by an address from Mr. E. A. Corbett, M.A., of the University Extension Department on "Canadian Humour and Humourists." The audience never lost its smile throughout the whole time that Mr. Corbett was reading extracts from Sam Slick, Robert Service, Henry Drummond, Stephen Laycock.

The papers given at the session held in the School House were all of a very high order, thoroughly prepared, well delivered, and of much profit to the teachers. The President's opening address, following the usual addresses of welcome from the Mayor and the School Board, dealt with the erroneous standard by which teachers were judged, namely the examination results, rather than the ability of students to fit into modern complex life in after years. Inspector Nelson delivered a very comprehensive address entitled "Motivation of School Work." Motivation was defined as "that which makes school work more significant and purposeful for the child." He strongly stressed the fact that the teachers must appeal to the fundamental instincts of childhood and motivation, since its basis is interest, fulfils this requirement. Mr. Nelson showed how motivation could be applied to practically every subject of the curriculum.

Miss E. McKittrick, B.A., of the Wainwright staff instructively entertained her fellow-teachers by an excellent first lesson in simple interest. Principal Hollinshead, B.Sc., gave a very fine treatment of the General Science Course, a course on which there is no text-book and concerning which the teachers in the rural schools have very little apparatus to assist them. He set up a quantity of apparatus easily procurable at little cost which aroused great interest.

"The Relation of Silent Reading to Efficiency in Study" was the subject of an address by Mr. Kenneth Tookey of Chauvin. He gave valuable suggestions as to how silent reading summons all a teachers' originality.

A model lesson was given by Miss Kathleen Keith of the Wainwright staff on the correct use of "Saw" and "Seen." Play as an educational factor in school life was enlarged upon by Mr. Grant M. Saul of Killarney school. He stressed the value of organized play and the development of team work.

The outstanding addresses of the Convention were probably those delivered by Mr. C. Sansom of the Camrose Normal School staff. His first address on "Mind" explained that psychological advancement had given a new significance to this world. He also dealt at length with the subconscious mind and stated that teaching must not be measured by present and immediate results: that education is rather the development and creation of moral and aesthetic standards. At the final session Mr. Sansom spoke of the educational situation in recent years, with particular emphasis upon conditions in our own Province.

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Editorial

A MERRY CHRISTMAS AND A HAPPY NEW YEAR TO ALL

OUR readers will do well to read carefully a letter published in this issue, sent to the *Edmonton Journal* by Dr. Tory, President of the University. It is gratifying indeed that at last an outstanding authority has seen fit to enter the columns of the public press and discredit completely that section of the public who, though wielding a large amount of influence, therefore correspondingly dangerous, are from an educational standpoint, uninformed and superficial.

DR. TORY'S letter has not succeeded in silencing nor even preventing the further spreading of this pernicious propaganda, not even in Edmonton itself. Only a few days ago a representative of the largest and most important organization of business men in Edmonton, when visiting us to solicit a membership fee, relieved himself of a generous quantity of the same old "bunk," notwithstanding Dr. Tory's unanswerable exposure of its fallacy.

* * * *

WE wonder why it is that leading business men, managers of large corporations—men whose intelligence must be of a very high standard—are so anxious to step out of their sphere of information and dilate upon a subject concerning which they have little knowledge and no data whatsoever. Probably it is because the minds and lives of this class of people are too occupied in concerns of business and necessary recreation outside of business hours to leave them sufficient spare time to become informed on educational questions. These selfsame anti-education propagandists will inform one, without the slightest hesitation, that it takes years of experience and study of business organization, procedure and conditions to make one competent to speak with authority on big business or finance; but the surprising thing is that common sense apparently does not suggest to them that it takes even longer years of experience and study of educational questions to make one competent to speak in an informed manner on education, its departments, organization and finance. These would-be authorities could not last five minutes in the business world if they dared to tinker with fundamental business operations and procedure before obtaining a firmer grip than they manifest with respect to education. How they would snigger should the teacher or professor have the presumption to advise corporations of their lack of business acumen, or suggest weak spots in their organization—where they should amend the error of their ways, what products they should manufacture or sell in order that the public might be better served, or where money is going to waste and might be saved in organization or distribution. Educationists fortunately do not meddle with concerns they do not understand, their entire efforts being devoted to their own special professional demands. As Dr. Tory suggests, it is not all due to lack of information—there is a wee possibility that anti-educational propaganda of this kind sometimes helps in the political field.

* * * *

NOTHING meets with any degree of success unless it be advertised; quality is of secondary importance to publicity if the public is to be convinced of a need. If the benefits of education in every department were but half as great as they really are, at the same time, and education were "sold" to the mass of the people by organized publicity and advertising, education would become the "mode"; the public would soon be led to believe that more and more education, not less

and less, is an absolute national requirement. How often do we hear of failures in business because of a mistaken idea that the quality, price and durability of the goods, without adequate advertising, will create the demand. The wonder is that education, unadvertised as it is, has maintained its position so well. "Beecham's Pills, Worth a Guinea a Box," did much to create and maintain a pill-swallowing public; would not facts of the following unvarnished kind constantly flashed before the eye of the tax-payer make for an educationally enthusiastic public?

"THE VALUE OF EDUCATION"

"PUBLIC SCHOOL BOY—Leaves school at 14. Gets \$500 a year for 40 years, \$20,000.

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"DOES IT PAY?"

* * * *

EDUCATIONAL advertising must always be at a disadvantage, even insignificant, compared with commercial advertising because of the obvious lack of funds. A business firm, convinced that advertising is the only way to get business, spends money by the hundreds of thousands of dollars in making known their wares to the public. Departments of education, school boards and other educational authorities never make any appropriation for advertising education—they would get into hot water if they did, for the same reactionary elements which now "knock" education would intensify their efforts in creating huge slush funds to oust from office those who understand fully what education means to the individual, to the community and to the state. No board of trade, organization of municipalities, trustees' association or provincial government seems to be sufficiently convinced of the value of education to warrant its being advertised with a view to creating an increased demand. On the contrary, boards of trade are usually composed of a majority of members who exert pressure through other channels to curtail education; school trustees, members of municipal councils, and members of the legislatures always seem to feel that they have a mandate to adopt a reactionary attitude towards any extension of educational systems or facilities.

* * * *

THE lot falls on the organized teaching profession to "sell" education to the public. If this is to be done successfully, considerable effort must be directed towards making a full and complete survey of the question.

* * * *

IT WILL be necessary to follow in a much wider way the policy of the University President. We must obtain comprehensive statistics with regard to where the students finally emerge in the battle in life and to what extent the product of the high school, the university, the public school, returns to the state with interest

the money expended on its behalf. Statistics must be compiled bearing either directly or indirectly upon education and industrial, social and cultural progress; earning capacity of public, high and university students; the influence of students from the different departments upon national and community life; education and crime, and education and disease. Perhaps it might be possible for some government in a moment of temporary inspiration to recommend the voting of funds for a commission to compile information along these lines. If such information were procurable it will doubtless result in the silencing of the Jeremiahs so loud in their wails against the uselessness and unwarranted extravagance(?) in sending so many pupils to high schools; it will buoy the spirits of the public and high school teachers so often discouraged by the apparent lack of visible return for laborious efforts and little appreciated, little understood and much discouraged idealism. Once re-fortified in our convictions as to the certain benefits of education, let us, believing implicitly in the value of our wares, ADVERTISE EDUCATION!

* * * *

MEMBERS of the A.T.A. are proudly basking in the sunshine of fame; the mystery of John Drood has been solved at last and by one of our members, Mr. H. R. Leaver, M.A., of the McDougall High School, Edmonton. The author of this "simon pure" Alberta product is to be congratulated on his work of high merit, which is being treated in an eulogistic manner by the book reviewers everywhere. An editorial the *Edmonton Journal* referring to Mr. Leaver's from masterly effort, is published elsewhere in this issue. The book is published by the author himself.

* * * *

A RECENT visit to the Grande Prairie district makes us feel convinced more than ever that nothing should be allowed to stand in the way of a speedy passing and hurried application of the "Blanket Tax." In no part of the Dominion is there a more consistent fine type of citizen and the obstacles placed in the path of the children of these worthy pioneers can not be condoned. It makes us ask when some real prophet with force and determination will sound the clarion, assemble together the hosts who believe in fair play for the children and lead them forth to battle against the masses dominated by selfishness, petty local advantage, or educational apathy.

Disabilities suffered by pioneers are of such a nature that under the most favorable circumstances they can not be overcome or combatted with any degree of success: lack of transportation facilities; difficulty in marketing their produce; high price of all commodities other than those grown locally; poor roads; difficulties of social intercourse should be considered sufficiently burdensome without the infliction of a further and undeserved penalty of a tax for school purposes altogether higher than is required of ratepayers located in well settled, well developed, highly productive and wealthy communities.

IN the Grande Prairie and Peace River districts, school districts are common whose total assessment is not higher than \$40,000. A tax of 10 mills on \$40,000 produces \$40. It requires at least \$1,200 per annum together with a government grant of \$180 to finance a one roomed school—to pay a teacher, say \$1,000, the secretary-treasurer \$50 to \$75, pay the debentures, heat, light, clean and keep in repair the building. This means that the school district desires to provide the citizens with a minimum standard of educational facilities by law for their children, 30 mills must be the rate set. A mill rate of 30 mills is not set for the simple reason that even if it were set the heavy tax could not be collected. The rate is set at about 10 mills and the school is operated for just as long as the proceeds of the tax collections will carry them. If the school board decides to overstep the limits of their resources and carry on for six months, then the teacher must "scratch" for her salary. According to the School Act each school district is required to operate not less than 200 teaching days (210 up to August 1st last). According to the last report of the Department of Education only 1,220 out of a possible 2,709 rural rooms operated throughout the whole school year; therefore, 55% of the school districts did not carry out the full requirement of the law.

THE application of the School Grants Act is inequitable in the extreme. "Unto him that hath shall be given, and unto him that hath not shall be taken even that he hath," is never amplified so truly. A school district, wealthy and well able to bear a high rate of taxation, can be sure of obtaining the full school grant of \$180 per annum provided it keeps the school in operation for a full school year. A community embarrassed by a small area under cultivation; great difficulties in collecting more than a small proportion of the tax levy; by debenture payments on a new building, and by a compulsory shortening of the legal school year obtains only a proportional share of the year's grant. And who suffers? The children suffer most of all; the parents experience a lasting sense of grievance because of the obvious injustice committed by the state against their offspring whom the best informed realize will be permanently handicapped in the battle of life; teachers are handicapped by being unable to collect more than a proportion of their wages; the teaching profession becomes overcrowded by reason of one teacher being able to take care of two or more schools each year; the status of the teaching profession is lowered—in general, the whole educational system of the Province is rendered comparatively ineffective and the nation as a whole will not rise, as otherwise it might, to a high level of culture and efficiency.

ILLITERACY and ignorance are the greatest barriers in the pathway of a nation's development; a low level of culture means a warped national outlook and an insular attitude towards civilization and international questions;

illiteracy and ignorance on the part of a large section is an inevitable handicap to a nation's economic progress, productive capacity, its development and its security.

MANY interested educationists are wondering what has happened to the Minister's "Blanket Tax" of three mills per acre, the proceeds of which are to be applied to increasing the government grant in rural districts by \$500 per room at least. Our information is to the effect that the Bill passed its first and second reading in the Legislature during the regular session this year. It did not reach the committee stage for the reason that the general feeling of the members on the Government side of the House favored its being laid over for the time being so that the members might learn how their constituents reacted to the proposal. It was understood that if the reaction of the constituents be favorable the Bill would be placed on the Statute Books during the next (1926) session of the Legislature.

IF the Bill is not passed, then it must be acknowledged that a grand opportunity has been missed by the administration. It will mean that the Farmer Government is fearful of the opposition of those who can not think provincially; of those who cannot separate their considerations of what is best for the nation, for the children and for the educational system from the sordid, selfish and picayune viewpoint that the school is a necessary evil—an institution which eats up taxes, which must be operated for the shortest possible period each year and which should continue to be subject to all the handicaps, disabilities and influences of local economic and administrative control.

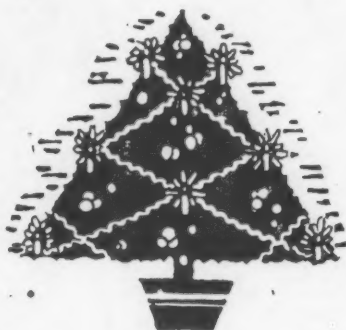
WITH the huge majority controlled by the Government it might be supposed that for the sake of the tremendous and far-reaching beneficial effect of such a policy as an equalizer of the burden of educational costs, implementing as it promises to do a more equal educational opportunity for all our children, they would run some measure of risk of losing a degree of support from the wealthy communities. We are hoping that real leadership and determined effort will be exerted before appealing to the electorate to leave some real imprint on the educational system of the Province. In our opinion, it would be better to go down to defeat fighting for a sound, much needed reform than to "quit" and tamely leave matters as they are, merely because "some of the members report that it isn't very popular." There are times when real and confident leadership requires that a degree of compulsion be exerted; when justice, equity and national needs require the responsible party to say: "Here is my policy, I am convinced of its soundness irrespective of its popularity; the needs of progress demand its being put into effect, it is a fundamental matter. I leave the matter in your hands to approve or disapprove; if you approve, its passage will finally redound to your credit

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and honour and sincerity of purpose, and be of benefit to the people whom *you should convince* as to its soundness and desirability; if you disapprove, it is a criterion of the fact that right can not prevail with you in this regard and I have no other alternative but to regard it as showing a lack of confidence in me. I would far rather leave office and go down fighting for a real necessary reform than remain at the head of a system saturated with injustice and inequality."

* * *

WE learn that during a recent provincial by-election, the opponents of the Government candidate urged in opposition to the Farmer-Labor candidate that "The Farmer Government is raising your school taxes three mills." Such an argument is an implied untruth and those using it must have used it knowing it to be an implied untruth. Such an argument is an emanation from people whose sense of fair play is a minus quantity and whose sordid desire for petty party political advantage is paramount over all other considerations. They must have known when making the charge that that particular district would benefit tremendously by the "Blanket Tax" and that in exchange for the Government tax of three mills every school district in the area would receive government grants several times greater in amount than the collections for the "Blanket Tax." If the Government tax amounted to one half of the grants paid to the school districts it means that in exchange for the three mills tax, the local school district tax would be relieved to the extent of six mills, a net reduction of three mills. Surely it must be comparatively easy, despite party propaganda, to convince the electorate that if all the proceeds of the "Blanket Tax" be applied to giving grants to districts, there can be no increase in school taxes to the Province as a whole; that the flat levy on all districts throughout the Province and the distribution of the proceeds in equal amounts to all districts has the effect of "robbing Peter to pay Paul."

* * *

THE taking from Peter and paying to Paul is just and right because Peter is rich and Paul has not the wherewithal to exist. Peter, generally speaking, is traditionally human; he does not acquiesce in the payment of more taxes unless one of two things takes place—he is compelled by the law to do so, or because he can be led to see that his patriotism or duty as a citizen demands it. A great many Peters were present at the last Convention of Alberta School Trustees and, doubtlessly, a great many will present themselves at the next meeting. Few "Paul" districts were represented at the last Convention and, likely, few will be present at the next. We would like to ask what is being done to see that the Peters become fully informed as to the issues at stake? If something is not done it may be taken for granted that the "Blanket Tax" will receive just as cool a reception as it met with at the Trustees' Convention nearly a year ago. In any case we are safe in predicting that in view of the prepondering representation at the Trustees' Convention of the school districts of high

assessment the "Blanket Tax" will receive there just as flat a "turn down" as it would receive a hearty endorsement from any group of informed trustees from Peace River or from any one of the crop failure areas of the Province.

* * *

IF the Blanket Tax is put into effect it will do away with a very large proportion of the special grants now made to school districts. Opponents of the Tax evidently are not sufficiently sagacious to realize that under present conditions the wealthy school districts are supporting indirectly the penurious districts. Every cent paid to poor school districts in the form of special loans from Provincial Government Funds is money obtained from districts or citizens who are able to pay taxes in greater amount than the districts or citizens in pioneer or drouth stricken areas. But at the best, the special loan or grant system is just as pernicious in its general effect on school districts as is the dole system on the individual unemployed worker in Great Britain. Cases must inevitably arise where school districts impose upon the Department of Education when, at the same time, there are other districts too proud or not sufficiently wise to capitalize their poverty and run their school for three or four months each year entirely upon government money.

* * *

OF course, it may be argued that the special payments are merely loans and will be paid back, that although money has been advanced the loans may be considered by the Government as assets, if the loans are not paid back then the Government may seize the land. Camouflage may sometimes cloak the issue in argument and that is the only service it can perform. The money has disappeared and little of it, if any at all, will ever be refunded. It would be far more sensible to call the loans "gifts" or "expenditures" and be done with it. Of one thing we may be certain—no government will dare to seize the lands of individuals as security for the payment of loans to school districts. If such a practice were put into effect, it is unthinkable that families of the holders of the property whose children have the undisputed right to an education at the hands of the state should be deprived by the Government of their means of subsistence.

* * *

WHAT should be the attitude of the Alliance with regard to this all important question? The A.T.A. is not a party political body; nevertheless, when great educational issues are at stake it seems to us that the obligation devolves upon us to assume some sense of responsibility in regard thereto. Our primary aim is "To advance and safeguard the cause of Education in the Province of Alberta." It seems to us that never before has a challenge so vital and definite been placed before our membership to prove whether or not teachers as a body can take the lead and educate the public on a fundamental educational issue.

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FRANKLY, we have been bitterly disappointed at the lack of consideration meted out to the Alberta teachers by the present administration with regard to: the question of a better form of agreement between teachers and school boards to the creation of an impartial tribunal to deal with disputes between teachers and school boards to provision for the legal right of the teachers to collective bargaining and adequate representation of our professional organization. On the other hand considerable progress has been made in the matter of pensions for teachers, although nothing yet has been placed on the statute books. The A.T.A., early in our history, advocated increased government grants in support of education and we were the first to recommend a "Blanket Educational Tax." Is it not the duty of A.T.A. members to inform themselves fully on matters educational and exercise their franchise and influence keeping educational matters most prominently in mind? For the information of our members we reprint matter relating to the "Blanket Tax" published in previous issues of the A.T.A. Magazine.

WHAT THE MINISTER'S SCHEME MEANS TO SCHOOL DISTRICTS

The table given below will show at a glance just how the ordinary increased grant will affect different school districts:

Assessment	Tax of 3 Mills	Increased Grant	Net Gain to District	Net Loss to District
\$20,000	\$ 60	\$500	\$440	
30,000	90	500	410	
40,000	120	500	380	
50,000	150	500	350	
75,000	225	500	275	
100,000	300	500	200	
150,000	450	500	50	
166,666.67	500	500	Nil	Nil
200,000	600	500		\$ 100
250,000	750	500		250
300,000	900	500		400
350,000	1,050	500		550
400,000	1,200	500		700
450,000	1,350	500		850
500,000	1,500	500		1,000

A levy of three mills on the assessable value of the land in Alberta outside the urban areas would produce roughly \$1,600,000. This would provide a grant of \$500 to 3,200 rooms, and, since there are approximately 3,000 rooms outside the urban areas, the proceeds will practically cover the demands on the \$500 per room basis.

The \$500 increase in grant as suggested will be paid in addition to the grant already paid, i.e., 90c per room per diem, together with an additional grant of 25c per diem if there be any High School pupils in the room. It will be possible in future for a rural school district to earn in grant as much as \$500 from the "Blanket Tax," \$180 for ordinary grant, and \$50 special grant for High School work, making a total of \$730 in all.

It means that considerably more than 50 per cent. of the total cost of running a one-roomed school will be received from the Provincial Government, and it will undoubtedly spur on the majority of school districts to operate the school for the entire school year of ten months.

In addition to the increased grant already mentioned, provision is also made for a "special" grant up to \$150 for school districts in particularly embarrassing financial circumstances. This grant, together with the above calculated amount of \$730, may furnish to certain districts an income from Government grants up to as high as \$880.

CHRISTMAS

Yoho! Xmas is the time when the happiness of man
Bubbles over in a very merry, jolly, joyous stream;
When the bells are all aringing, even pessimists go
singing;
And all adown the wintry roads the jingling sleigh bells
gleam.

Such a gathering of parties, such a fund of merry glee;
Such a store of goose and pudding, mince and cake and
crackers too!

Such a clattering of dishes and exchanging of good
wishes,

Such a very merry Xmas and the same sir, back to you.

What a lot of happy fooling when the paper caps are on,
And the rosy apples rolling, and the long nutcrackers
busy;

When the old men all are joking, and the small boys
full to choking,

And mighty smacks are given 'neath the tempting
mistletoe

Such a very merry Xmas and a heap of all best blessings;
And a heart so filled with gladness that it leaps and
laughs and throbs

When our spirits are felicious and the table spread
delicious,

Sure it's merry, merry Xmas when the toque of Santa
bobs.

JOHN E. APPLEBY.

BLAIRMORE

The following letter is inserted to satisfy certain queries from members who suspect that some of the Blairmore (non-Alliance) staff are not fully qualified:

"File R. 579703.25

WM.

DEPARTMENT OF EDUCATION, ALBERTA

Edmonton, December 1st, 1925.

Sir:

Complying with your request of the 30th ult., the following are the teachers in the employ of the Blairmore School District No. 628, with their qualifications:

Dorothea I. Cox, Second Professional.

Helen C. Fitzgerald, First Interim.

Mildred I. Hall, Academic Interim.

Myrma Hyson, Second Interim.

Grace Lyndon, **Letter of Authority.**

Rhena Mooney, Second Professional.

Eric Muncaster, Academic Professional (Vice-Principal).

Mildred McDonald, Second Professional.

Donald MacPherson, **Second Interim** (Principal).

Edith B. MacSloy, Second Professional.

John M. Rothney, First Interim.

Catherine Chrystal, First Professional.

Mrs. E. M. Gugin, **Authority to Teach, Dec. 31, 1925.**

Your obedient servant,

H. J. SPICER,

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J. W. Barnett, Esq.,

Alberta Teachers' Alliance,

Imperial Bank Building, Edmonton."



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A Superintendent's Observation on Intelligence Tests

L. S. MILLS, Plainville, Conn.

AFTER reading an article on Intelligence Tests, by the principal of schools at Hobart, Indiana, it seemed to us that a brief statement of our experiences here would be interesting. For the past four years, the faculty of the Farmington High School, in Unionville, Connecticut, has been giving one intelligence test per year to the 125 pupils of the school. Several different tests have been used, as for example, the Otis Group Intelligence Scale, Miller Mental Ability Test, Mitchell Intelligence Test, and the Illinois General Intelligence Scale. Individual and group graphs have been made, and results have been compared with actual accomplishment in school work. The following has been noted: There is a wide difference in some cases between the results of these tests and the estimates or marks given by the teachers. This difference has been made the subject of very careful study, and considerable useful and interesting data have been secured.

Each time that a so-called intelligence test has been given, it has been given by the same person, and all tests have been given at the same hour of the day. This has seemed a wise precaution, as the accomplishment of pupils is usually somewhat less in the afternoon than in the morning, and one test given in the morning, with the next one given in the afternoon, would, therefore, have at the start a reasonable expectation of considerable difference in results.

In giving the tests, very strong effort has been made to arouse the interest of the pupils to the point where they put forth their best effort and work at top speed, because interested in obtaining a high score.

In discussing the matter with the pupils, the term "intelligence test" has not been used. The test has been described and carried out, as sort of puzzle game, with each pupil aiming to get the highest score possible, also to help the class and school get the best score possible.

The results worked out in this way may not be a measure of intelligence, but they do determine, with a considerable degree of accuracy, the ability of each pupil to do a certain amount of puzzle work, of a certain kind, in a given time. The power of mental co-ordination and reaction with the resultant conclusions on the part of each pupil in the particular task set, is measured fairly accurately. By thus testing our pupils in this way, we come to have a reasonably correct estimate of their ability to concentrate on a given task and work it out to a correct solution, in a given time. In brief, we have, as it were, the real "batting average" of each pupil.

The real "batting average" of many a pupil does not agree with the "estimates and marks" of our teachers. It would alarm us if it did.

After the "batting average" has been secured for each pupil, the problem is to find:

1. Why it varies from time to time;
2. Why it does not agree with the "estimates and marks."

To partly answer the first part of the problem, we have reached the following conclusion: First, people vary from day to day, in their physical and mental health. This has been proved again and again, by athletes, by writers and public speakers, and by teachers. Second, no two intelligence tests, or puzzles, appeal exactly in the same manner and degree to any single pupil.

These two conclusions allow for a variation of the individual and his "batting average."

The second part of the problem was to determine why there is so great a difference between the "batting average" of many pupils and the teacher's estimated marks. In studying this problem, the following conclusions were reached:

1. On careful investigation it has been found that few pupils carry on from day to day in Latin, or in any other subject, with the same intense interest and industry that was employed in working out the intelligence tests or puzzle.

2. Most pupils work with more interest on one or two subjects than on others; as all subjects do not appeal, usually, to each pupil. In brief, few teachers are able to secure the maximum co-ordination, interest and reaction from their pupils in all subjects or even, in some cases, in any subject.

3. A few pupils fail to respond, except partially, to the intense interest and industry desired for the puzzle work, but carry on, with a high batting average, in the daily school work.

4. Other pupils, through long hours of slow, plodding effort, come out much higher in daily work and tests, than in the puzzle work. This may be illustrated by the story of two boys away at boarding school, and rooming on the top floor on opposite sides of the campus.

For the first half year, though neither boy stood near the head of the class, Harry's rank was a little higher than that of John's. On discovering this, John remarked that, "if Harry can secure 68 by working until ten each evening, I can secure 72 by working until eleven," which he did, and secured the mark.

The whole matter of intelligence tests thus raises questions that lead us from the study of the group to the study of the individual.

In certain situations, a pupil reacts to certain work, with a certain "batting average." If he exceeds this average or falls below it in other studies, or with other work, why?

We have come to use intelligence tests for the following purposes:

1. To supplement teachers' estimates of pupils' ability.
2. Comparison with other school systems.
3. Classification of pupils in homogeneous groups.
4. Diagnosis of cause of failure.
5. Extra promotions.
6. To determine the comparative efficiency of teachers.
7. Regular promotion of pupils.
8. Placement of new pupils from other schools.
9. To determine changes in the method of presentation of lessons.
10. To determine changes in the subject matter of courses.
11. Demotions.
12. Diagnosis of cause of success.
13. To supplement the determining of class marks.
14. To establish special supervised study groups.
15. Guidance for pupils in the selection of high school course.
16. Vocational guidance.
17. Admission to organized school activities.
18. To determine the number of courses to be carried at one time by high school pupils.

After we have given intelligence tests for a number of years, to a pupil, we find the results of great value, in considering any or all of the above eighteen purposes for which we use the tests. We believe that these intelligence test results aid us to judge more wisely than would otherwise be possible.

The tests have often shown us that certain pupils were not working up to their capacity, and we have been able to find why, and help them to do better.

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Blairmore School Trouble Mentioned at Convention of Southern Alberta Teachers

Claim that 25,000 Canadian Teachers backed stand of "Discarded" Staff.

THE South Alberta Teachers' Association opened its Annual Convention Thursday in the Central School Auditorium, Lethbridge. More than three hundred teachers were present from Lethbridge, Macleod and Foremost inspectorates.

The morning program consisted first of registration of teachers, then observation of classes in many of the Lethbridge school rooms.

The time of the afternoon session was divided among three speakers, C. C. Bremner, B.A., Inspector of Schools, Macleod; J. W. Barnett, general secretary, Alberta Teachers' Alliance, and Mrs. Fisher of the Junior Red Cross Society.

CITIZENSHIP STUDY

C. C. Bremner very ably covered a wide range of material, pivoting his remarks on the reasons for careful attention to the citizenship phase of the present school curriculum. The speaker pointed out the lessening of home training and how the present day school was expected to teach habit formation and patriotism. He stated that the present Canadian lukewarm patriotism was not the correct attitude or example to set the foreign immigrant. The speaker said: "He who is not with us is against us," and that Canadian citizens must adopt the proper attitude towards the British Empire and all British institutions if we were to be successful in absorbing our foreign immigrants. He warned the teachers to be more tolerant and sincere in their patriotism.

MR. BARNETT

Following Mr. Bremner, the general secretary of the Alberta Teachers' Alliance, J. W. Barnett, gave a very clear-cut and highly satisfactory report on the workings of the teachers' organization.

"Never before," remarked Mr. Barnett, "has there been so much enthusiasm, such co-ordination as at the present time among the teachers of the Province and Canada at large." This enthusiasm and solidarity was borne out in the fact that the 25,000 Canadian teachers had backed the stand of the "discarded" Blairmore teaching staff to such an extent that it took the Blairmore School Board three months to obtain 13 teachers to replace the dismissed staff. This was greeted with applause.

Tracing the history of the Alberta Teachers' Alliance, the speaker pointed out how the teachers now had a "voice" in things educational; how the organization was absolutely democratic in its government; how each member was entitled to use his franchise in the election of the governing body; and lastly, how it was the "Teachers' Parliament" where the majority ruled.

MUTUAL BENEFITS

The speaker next dealt with the numerous mutual benefits derived through organization, such as better teacher legislation in the new form agreements, 200 day teaching year, increased minimum salary, Easter Week as a statutory holiday, and blanket tax. Besides these many benefits through organization, the Alliance was continually correcting injustices teachers had received at the hands of school boards. The speaker outlined many of the teacher problems now being dealt with and what the Alliance is striving for. His closing appeal was for unity and solidarity.

RED CROSS APPEAL

Mrs. Fisher, provincial organizer of the Junior Red

Cross work, spoke next. She very ably outlined the purpose of this organization in aiding the schools in hygiene and citizenship. Also how the Red Cross was working hand in hand with the Alberta government in taking care of Alberta's crippled children. She mentioned how the Junior Red Cross had treated successfully 500 Alberta children in their hospital.

In closing, she spoke of the noble peace aim of the Junior Red Cross, linking it up with the health and happiness of homes, countries, and the world.

EVENING SESSION

In the evening the teachers convened in the White Lunch banquet room at 6 o'clock. It was soon filled to capacity, many having to dine upstairs. At the conclusion of the banquet courses, Mr. Sweet called on several for short addresses. Those contributing were Mr. Brandow, president of the Lethbridge branch of the Alberta Teachers' Alliance; K. P. Stewart, of Barons, geographical representative of the Alberta Teachers' Alliance for Southeastern Alberta; Mr. Brode, vice-president of Lethbridge local A.T.A.; J. W. Barnett, general secretary of the A.T.A.; Golden Woolf of Magrath; Inspector Bremner of Macleod and Rev. Cecil Swanson of the Lethbridge School Board.

Following these short addresses, a musical program was given, including contributions from Knox Church Junior Orchestra; Miss Sandquist, piano solo; quartette of four Lethbridge singers, concluding with solos from Geo. Parsons.

The remainder of the evening was enjoyed in dancing to McIlvina's four-piece orchestra.

FORGING THE NATION'S METAL

At the Friday morning session of the teachers' convention the teachers were given a real treat when Mr. McAllister of the Department of Education gave a very practical and interesting illustrated lecture. In addition sectional group meetings were held under capable leadership.

The speaker spoke on the subjects, "Forging a Nations Metal" and "Community Building." His subject was illustrated from his own seven years' experience in Northern Alberta in a mixed community of Ruthenian, Swedish and English nationalities.

The speaker, with the aid of slides, told how he had arrived in the Angle Lake School District thirty miles from a railway, where the four bare walls of a school greeted him. Then in an interesting way he showed the evolution of the usual type of rural school to a very modern type, including a baseball diamond, volleyball court, tennis courts, lunch counters, miniature experimental farm and school garden, lawn with arches, flower pots, carragana hedges, etc. The schoolroom itself evolved from a bare room to a wonderful display of grains, seeds, flowers, grasses and a museum display of forest, field, and stream.

Closing he noted that Alberta had 43 different races of people within its boundaries and that from 30 to 40 per cent. of Alberta's population were foreign born. This meant the school and community must work together for the forging of the nation's metal—its boys and girls, and explain how the community having a continuity of service from teachers would naturally receive greater benefits and the children a better opportunity for advancement.

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Some Books Which Have Interested Me

BY FRANK SPEAKMAN

"Some books are to be tasted, others to be swallowed, and some few to be chewed and digested."—FRANCIS BACON.

IN picking out a small number of books to be listed as having been favorites in their time, a number of tests may be applied. As has been said of sweethearts, "Many there be that do by divers virtues and graces each acclaim herself the dearest." Perhaps—in the case of books—two very good acids to apply in the testing are: "Has the book insisted on being read more than once?" and "Have its characters, teachings, phrases or memories been pleasant companions for one's mind long after the book has been read and put aside?" The book which can with honors pass both those questions may well find a place on the shelf of favorite books.

Probably the books that have interested me most, judging by both the standards suggested above are the favorites of my childhood days. With what ardent imagination did my childish mind seize upon the treasures of "Grimm's Fairy Tales," Kingston's "The Wanderers," Marryat's "Children of The New Forest," "Robinson Crusoe," or "The Arabian Nights!" But, standing far above all the others in those days was "The Swiss Family Robinson." I do not know now how many times I read this enchanting story. Its very first words with their picture of angry waves, desolate wreckage and storm swept ocean, never failed to give me a thrill of pleasant anticipation, even though I nearly knew the book by heart. In my feelings of that time at any rate, there was no criticism of the lavish hand that strewed polar bears and giraffes, or orchids and icebergs all in comfortable proximity to one another. Impetuous Jack and studious Ernest, little Franz and manly Frederick, peace be with your shades!

I pass on now to comment on the vigorous arguments of early maturity on the relative merits of Scott and Dickens or George Eliot and Thackeray. In the matter of classical English fiction, I am inclined to think that these four writers stood, and still stand, head and shoulders above all others. I find it hard, however, thinking back on the aforesaid arguments, to find a fair basis of comparison among them, so distinctly different is each one from the others in style, scope and appeal, were I compelled to choose one of these, I should select Dickens, both from a standpoint of my own personal pleasure and interest in his books, and from a consideration of the qualities of greatness in his work. A novelist, I take it, may well exercise three functions: First, and most important, he should be able to tell a story that will refresh the intellect, stimulate the imagination, and stir the sympathies of his reader. Second, and not too directly, his writings should inculcate a sound, broad and worthy philosophy of life. Thirdly, with more temporary interest, his book may point out and seek to improve some particular set of conditions of current interest in the life of its day and generation. Dickens' works, perhaps more than those of any other author, may be said to show a happy combination of these three factors in greatness.

All of Dickens' novels have interested me. All have fulfilled the two standards which I prescribed at the outset for Favorite Books. From amongst them I might mention particularly three. "Pickwick Papers," with its bubbling humor, its quaint unexpectedness, its harmonious digressions—what a range in its characters and their viewpoints; what a leap of imagination from

the "Madman's Manuscript" to the "Ode to an Expiring Frog." "The Old Curiosity Shop" stands in a class by itself, for the poetical quality of its prose and the vivid imagery of some of its descriptive passages—notably those dealing with the "Factory City." I find on examining the inscription and date on my oldest copy of "David Copperfield," received one Christmas morning as a present from my father and mother, and counting off certain recent years when I have neglected it, that for at least twenty consecutive years, I read it each year from beginning to end. Each time I have commenced to read it, I have had the happy sensation of greeting a choice and familiar friend. Surely this great novel owes its charm to the author's sympathetic understanding of human hopes and fears, human loves and hates, and human weakness and strength.

In all honesty, I have to confess to a fondness for some books that might perhaps not be classed as great. For years, I never failed, on going to bed, to read a few pages from Jerome's "Three Men in a Boat." To iron away the wrinkles accumulated on one's mental brow by the day's worries, I know of few better instruments than the absurdities of George, Harris, and the narrator—"to say nothing of the dog"—coupled with the author's delightful smoothness of literary style. Accordingly I read and reread my old paper-backed copy of the book until, like "little Eva," it wasted away so thin and ethereal that its substance disappeared, and I suppose it fluttered away to the skies.

Now, in order to restore my literary standing, I must mention in conclusion one more real favorite in the form of Gibbons' "Decline and Fall of the Roman Empire." The edition which I read was in three volumes, each of about one thousand pages and printed in a fine eye-straining type. I should recommend this book to any ambitious young reader. Like taking a cold bath every morning, the achievement of reading it through induces such a glow of self satisfaction that we are well repaid for all we endured in going through it. It is long since I had the pleasure of reading this wonderful, but ponderous, history, and I have forgotten much of what it contains, but I can remember well that I fairly burned with impatience each day for the time to come when I could bury myself in this book and follow the fortunes of the old Romans and their far flung dominions. Two emperors especially I hold in affectionate remembrance, the muscular Maximin, who had a pathetic weakness for wringing the necks of people who irritated him, and the philosophical Diocletian, who, after his abdication, deplored the fact that he had wasted so large apart of his life in ruling the empire, and so had only discovered in his declining years that his real interest and talent lay in growing prize cabbages.

In an arithmetic lesson the class met the word "average." The teacher asked the meaning and Willie's hand went up:

"Please, ma'am, it's what a hen lays an egg on."

"What!" said the astonished teacher.

"Well, that's what it says in the book," and Willie pointed confidently to the sentence, "The hen lays one egg a day on an average."

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These books are not basic primers; rather they are auxiliary books, so carefully planned that they can be used in conjunction with any primer. In the one is contained the elements of language training, but through the silent readers the child is trained to think and understand the value of what he reads.

The Plan of the Silent Readers

(1) Each lesson suggests an action. In reading the lesson the child is asked to perform the action it describes. In the beginning of Book One the action may be described by one word only: "sit," "stand," "run," and even though the pupil does not know the word the illustration tells him its meaning. Thus the child is trained, from the very beginning, to understand the close connection of the symbol with the action it describes or the object it represents.

(2) The grading in the books is identical with that of regular primers and readers. The association between an object and an action is shown only after the pupil has had a thorough training in single action words. Short stories are introduced in Book One, but always they are "built up" about illustrations. From illustrations and from the simple rhymes that are given with them a series of questions follow. A few guessing contests are given and also a number of riddles. The whole plan of the books is carried out with so appreciative an understanding that a desire to read is kindled and kept alive.

(3) In Book Two suggestions for manual training are added to the riddles and games. The child is encouraged to write stories of what he has seen, or to put into his own words the fairy tales in the book. There are many exercises in the correct use of words, and exercises that will test the general knowledge of the child.

SILENT READER Book One

This book is for beginners and covers the same ground as does the primer. How long it will be used depends upon how long one teacher uses the primer and what amount of drill is found necessary.

PRICE, 60 CENTS

SILENT READER Book Two

This book should be used in senior primary and first book classes. Many teachers will find it helpful to use it only as a silent reader; others may wish to give the pupils direct supervision. The manner in which it is used will depend, of course, upon the length of time it is needed.

PRICE, 60 CENTS

Note:—Book Three of the Silent Readers will be ready shortly and will follow the same method as the two preceding books.

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"I saw your name in the A.T.A."

Teacher Wins Damage Suit

THE judgment of His Honour Judge Lees of Wetaskiwin, in the action of Melville E. McGregor, High School teacher of High River, against the Black Mud School District of Millet for damages for wrongful dismissal, was received in the city on Monday evening. In the result, the plaintiff is given judgment against the school board for \$90.00 and the full costs of the action.

The judgment is important to the teaching profession and to the school boards of the province in that it is the first judicial interpretation of the new form of contract between teachers and boards as approved by the Minister of Education under the terms of the School Act.

This form of contract contains a clause to the effect that the agreement shall continue in force from year to year unless it be terminated in accordance with the terms of the agreement. A further term is to the effect that either party may terminate the agreement by giving thirty days' notice in writing to the other provided that no such notice shall be given by the board until the teacher has been given the privilege of attending a meeting of the board of which two clear days' notice in writing shall be given to the teacher to hear the board's reasons for proposing to terminate the agreement. The purpose of this clause is merely to delay matters a short time and thus to prevent precipitate action on the part of the board whereby the teacher might unduly suffer.

In this case the board did not hold a meeting for the purpose of giving the teacher the privilege of attending to hear its reasons for proposing to terminate the contract, but on January 20, 1925, merely sent him a letter to the effect that thirty days from that date his contract would be terminated. Accordingly, he quit teaching on Friday, February 20th, and returned to the school to report for duty on Monday, February 23rd, and two members of the board and the secretary were there and prevented him from going on as another teacher had been installed in his place. He secured a new position three weeks later and sued for the loss of the three weeks salary and the cost of moving.

The defence was that there was no contract of hiring inasmuch as no resolution authorizing the board to enter into the contract had been passed as required by Section 193 of the School Act.

His Honour Judge Lee comments on this defence as follows:

"Inasmuch as this is a purely technical and unmeritorious defence, the defendant must be held strictly to its duty to sustain the burden of proving it. In the face of the evidence of one of its trustees that there was a resolution, passed at the time the plaintiff's salary was raised, approving the change and that the change was there incorporated in the agreement, I cannot hold that the burden has been sustained. True, the resolution does not appear in the minute book, but there is uncontradicted evidence that at least two meetings were held during the period in which it was probably passed of which absolutely no minutes appear in the book at all."

In the result His Honour Judge Lees gave full effect to the clause in the contract regarding termination and concluded his judgment as follows:

"There will be judgment for the plaintiff for \$90.00 damages and costs including the costs of the examinations for discovery and Rule 27 will be suspended."

G. H. Van Allen, of Edmonton, appeared for the

plaintiff, the teacher, and R. W. Manley, of Wetaskiwin, appeared for the defendant, the school board.

REASONS FOR JUDGMENT OF HIS HONOUR JUDGE LEES.

This is an action by a teacher against a School Board in which he claims damages for wrongful dismissal by reason of breach of a clause of his contract of hiring which provides that no termination of the contract shall be given by the Board until the teacher has been given the privilege of attending a meeting of the Board, and hear its reasons for proposing to terminate the agreement.

The defendant is that there was no contract of hiring inasmuch as no resolution authorizing it was passed by the board.

Inasmuch as this is a purely technical and unmeritorious defence, the defendant must be held strictly to its duty to sustain the burden of proving it.

In the face of the evidence of one of its trustees that there was a resolution, passed at the time plaintiff's salary was raised, approving the change and that the change was then incorporated in the agreement I cannot hold that the burden has been sustained. True, the resolution does not appear in the minute book but there is uncontradicted evidence that at least two meetings were held during the period in which it was probably passed, of which absolutely no minutes appear in the book at all.

There will be judgment for the plaintiff for \$90.00 damages and costs including costs of examinations for discovery and Rule 27 will be suspended.

Wetaskiwin, 27th November, 1925.

W. A. D. LEES,
J.D.C.

Alberta Teachers, Beware!

The following letter has been received by the President of the Alliance from Mr. E. V. Robinson, Barrister of Calgary, acting on behalf of the Home and School Education Society of Toronto, who are the Canadian distributors of the "Source Book."

"November 2nd, 1925.

Mr. T. Parker,
929 4th Avenue, W.,
Calgary.

DEAR SIR:

I beg to advise you that I have received instructions from the Home and School Education Society of Toronto, complaining of the terms of an article which appeared in the Alberta Teachers' Alliance Magazine in October, 1925, headed "Alberta Teachers Beware."

My clients have instructed me to take the matter up with you as President of the Alberta Teachers' Alliance Magazine, and insist upon either a retraction or substantiation of the claim made in your magazine.

I am further advised that unless a retraction is made action will be commenced against the magazine for libel.

Kindly let me hear from you at your earliest.

Yours truly,
E. V. ROBERTSON,
Per R."

Mr. Parker handed over the above communication to the Managing Editor of the Magazine and our solicitors, Messrs. Van Allen, Simpson & Co. have written acknowledging the responsibility of the A.T.A. Publishing Co., Ltd., publishers of the A.T.A. Magazine. This letter states that they (Van Allen, Simpson & Co.)

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cannot see that the article in question is libellous at all, and asks specifically which words are claimed to be false and therefore libellous. The solicitor of the complainants is informed that IF any false statement is contained in the article in question, the A.T.A. Magazine will correct the statement and make such retraction as may be necessary.

In fairness to the publisher of *The Source Book* it must be admitted that the second paragraph of the quotation from the *Iowa Library Quarterly* contained a typographical error. There should have been no "—" after \$10.00. The paragraph should have read:

"As a matter of fact *The Source Book* is the old *Home and School Reference Set* of 1912, scarcely revised, which was sold at that time for \$10.00 less than the 'gift' price at the present time."—*Iowa Library Quarterly*, March, 1925.

It was not our intention to infer that the *Home and School Reference Set* was ever sold for \$10.00.

Mr. Robinson's reply is as follows:

"I beg to acknowledge receipt of your letter of November 11th. This is a matter which has been placed in my hands by my Toronto agents to whom I am forwarding a copy of your letter with a view to obtaining their further instructions.

You may expect to hear from me again in the matter at an early date.

Yours truly,
E. V. ROBERTSON."

At the time of going to press, nothing further had been received by Messrs. Van Allen, Simpson & Co.

"DEPARTMENT OF EDUCATION, ALBERTA,
Edmonton, December 2nd, 1925.

Dear Mr. Barnett:

In answer to your inquiry of yesterday and the evidence submitted to the effect that my name is being used by agents for the "Source Book" in their canvass of teachers of the province, I beg to inform you that I am not a representative of the Source Bureau of Research and have had no connection officially or otherwise with the Source Bureau of Research or the "Source Book". I have never seen or examined the "Source Book" and am therefore in no position to criticize it favorably or otherwise.

Very truly yours,
G. W. GORMAN,
Chief Inspector of Schools.

J. W. Barnett, Esq.,
Editor, A.T.A. Magazine,
Edmonton, Alberta."

A SHOOTING MATCH ON THE MENU

Three young women, teachers from a Western city, were touring Europe during the summer vacation. While in Paris they sat down at a table with another woman, not of their nationality, who also was travelling. They had made her acquaintance, and they all found it agreeable to dine together. As the waiter presented the menu one of the teachers glanced through it and remarked, "Well girls, there's no making anything out of this, so let's order the whole shooting match."

The others assented, and they had an excellent dinner.

Several weeks later all four were in a German restaurant. As the waiter came for their order the foreign tourist exclaimed with enthusiasm:

"Do have that military dinner I liked so much in Paris. 'The shooting match,' I think you called it."
—*Youth's Companion*.

Official Announcements

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